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ABSTRACT

The 1986-87 graduating classes of public high schools in New Jersey were the third set of classes that had to satisfy the state's High School Graduation Requirements Law (Chapter 241). Data reported by the districts are summarized, although no individual district data are presented. The statewide graduation requirements include: (1) passing a ninth grade-level statewide test in reading, writing, and computation; (2) complete a program of required courses in communication, computation, social studies, history, natural or physical science, physical education, health, safety, art, and career exploration or development; (3) accumulation of at least 92 credits; and (4) adherence to local district attendance and other requirements. Any student starting grade 12 who does not meet the testing requirement receives a comprehensive assessment of basic skills proficiency, known as a Special Review Assessment (SRA). Data for the 1986-87 graduating class are reported for regular students, handicapped students, and students with limited proficiency in English for the entire state including urban and non-urban districts. Data include numbers of students awarded and denied diplomas, with details on reasons for denial, and numbers of students who were administered the SRA. Of 76,575 students enrolled in grade 12 as of June 1987, 74,316 were awarded diplomas. Nine data tables are provided. The form used by local districts to report data mandated by the graduation law is appended. (TJH)

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High School Graduation Requirements Law:

Data Pertaining to the 1986-87 Graduating Class

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Executive Summary

The graduating class of 1986-87 was the third class which had to satisfy the state's high school graduation law (Chapter 241, P.L. 1979).

Districts were required to report to the department data pertaining to the impact of the graduation law for the 1986-87 graduating class. The highlights of this reporting are as follows:

- 76,575 students (excluding students classified as handicapped or of limited English proficiency) were reported enrolled in grade 12 as of June, 1987.
- 74,316 (97.0 percent) were awarded diplomas.
- Of those awarded diplomas, 74,005 (99.6 percent) met the basic skills requirement by passing the Minimum Basic Skills (MBS) test. An additional 311 students (0.4 percent) met the basic skills requirement through the SRA process.
- Of the 2,259 students denied diplomas, 1,945 (86.1 percent) were denied because they failed to meet the curricular requirements, 1,417 (62.8 percent) failed to meet the credit hour requirements, 447 (19.8 percent) failed to meet attendance requirements, 76 (3.4 percent) failed to meet the testing requirements, and 45 (2.0 percent) failed to meet additional local requirements.*
- In the urban districts, 19,084 (94.2 percent) of the 20,260 grade 12 students received diplomas.
- 18,799 (98.5 percent) of the urban students receiving diplomas met the basic skills requirement by passing the MBS test, while 285 students (1.5 percent) met the basic skills requirement through the SRA process.
- Of the 1,176 urban students denied a diploma, 976 (83.0 percent) were denied for failing to meet the curricular requirements, 701 (59.6 percent) failed to meet the credit hour requirements, 212 (18.0 percent) did not meet attendance requirements, 61 (5.2 percent) did not meet the basic skills requirement, and 4 (0.3 percent) failed to meet additional local requirements.*
- Of 5,186 handicapped students reported as enrolled in grade 12, 4,916 (94.8 percent) were awarded diplomas.
- Of the 270 handicapped students denied a diploma, 155 (57.4 percent) failed to meet the curricular requirements, 106 (39.3 percent) failed to meet the credit hour requirements, 57 (21.1 per-

* In these figures, students may be counted more than once.

cent) did not meet attendance requirements, 44 (16.3 percent) did not meet additional local requirements, and 7 (2.6 percent) did not meet the basic skills requirement.*

- Of 1,004 limited English proficient students reported enrolled in grade twelve, 916 (91.2 percent) received diplomas.

- 48 (54.5 percent) of the 88 limited English students denied diplomas failed to meet the curricular requirements, 47 (53.4 percent) failed to meet the credit hour requirements, 15 (17.0 percent) did not meet the basic skills requirement, 2 (2.3 percent) did not meet additional local requirements, and 7 (8.0 percent) did not meet attendance requirements.*

* In these figures, students may be counted more than once.

High School Graduation Requirements Law:

Data Pertaining to the 1986-1987 Graduating Class

Introduction

This document summarizes the impact of the High School Graduation Requirements Law (Chapter 241, P.L. 1979) on students graduating from public school districts in 1985-86, the second year of the implementation of the law. The data compiled in this report were collected through the use of a data collection form (see Appendix) which was completed by all public school districts issuing high school diplomas. Graduation statistics were collected for all members of the class of 1986-87, including students classified as handicapped or as having limited English speaking ability.

Background

In December, 1979, Chapter 241 of the Public Laws of 1979, more commonly referred to as the High School Graduation Requirements Law, was signed into law. Before Chapter 241 was enacted, the only state requirements for high school graduation were two years of U.S. history (N.J.S.A. 18A:35-1) and one year of health, safety, and physical education for each year of enrollment (N.J.S.A. 18A:35-7).

Chapter 241 (N.J.S.A. 18A:7C-1 et seq.) directed the Commissioner of Education, with the approval of the State Board of Education, to establish a program of standards for graduation from secondary school. The program of standards had to include, but not be limited to:

a. Development of a statewide assessment test in reading, writing, and computational skills to be administered to all secondary school pupils;

b. Clear and explicit statewide levels of proficiency in reading, writing, and computational skills to be demonstrated as a minimum requirement for high school graduation;

c. Guidelines for the development of graduation standards by local boards of education;

d. Guidelines for remediation procedures for pupils who fail to meet graduation standards; and

e. Guidelines for graduation standards for those pupils classified, pursuant to Chapter 46 of Title 18A of the New Jersey Statutes.

The law further stated that the Commissioner and the State Board of Education had to prepare appropriate rules and regulations for implementing the law and guidelines for local school districts. This task was completed in July, 1980.

The rules and regulations (N.J.A.C. 6:8-1.1 and 6:8-4.2 et seq.) describe in detail the minimum requirements necessary for a student to receive a state-endorsed high school diploma. Local districts were given the option of exceeding the state's minimum requirements, but could not establish requirements that were less than those mandated by the law.

The statewide graduation requirements are as follows:

Students must:

a. Pass the grade nine statewide test* in reading, writing, and com- putation;

b. Complete a program of study which shall include, but not be limited to:

(1) One credit year of communication for each year of enrollment, up to four credit years;

(2) Two credit years of computation;

(3) Two credit years of social studies and history as required by N.J.S.A. 18A:35.1;

(4) One credit year of natural or physical science;

(5) One credit year of physical education, health, and safety for each year of enrollment as required by N.J.S.A. 18A:35-7;

(6) One credit year of fine, practical, and/or performing arts; and

(7) One-half credit year of career exploration or development.

c. Accumulate at least 92 credits;

d. Meet all local district attendance requirements; and

e. Meet any additional local requirements.

* N.J.A.C. 6:8-4.2 allows for the exemption of pupils classified as handicapped from the basic skills proficiency (state testing) requirement if approved by the child study team and the chief school administrator.

Special Review Assessment (SRA)

Both the law and the administrative code specify that any student starting twelfth grade who was meeting all requirements except the testing requirement must receive a comprehensive assessment of his/her basic skills proficiency. The process developed to conduct this assessment is called the Special Review Assessment (SRA).

The SRA is intended for students who, by the end of grade eleven, have been unable to pass all parts of the state test, but are meeting all credit, curricular, and local requirements. The SRA is used to determine if a student is proficient in the requisite basic skills, but has been unable to demonstrate this proficiency on the state test. The SRA is a rigorous process, designed to ensure that it is not a "back door" way of awarding diplomas to students who have not met the graduation testing requirement. Included in the process is the requirement that a student's basic skills proficiency be reviewed by a panel of teaching staff members, then certified by the school principal, the district superintendent, and the county superintendent.

By July 1, 1981, all district boards of education were required to adopt policies and procedures for high school graduation which included, but were not limited to, the above requirements. The graduation requirements became effective with the ninth grade class entering school in September, 1981. Thus, the first graduating class so affected by the law was the class of 1984-85.

A section of the law clearly stated that the graduation statistics were to be collected annually.

18A:7C-7 - The local chief school administrators shall report annually to their local boards of education and to the Commissioner of Education the number of students who completed the twelfth grade course requirements and were denied a diploma and the number of students who received state-endorsed diplomas;

a. By successfully completing the statewide assessment tests and local requirements;

b. By using the comprehensive assessment techniques and meeting local requirements, and were not classified pursuant to Chapter 46 of Title 18A of the New Jersey Statutes; and

c. By using the comprehensive assessment techniques, meeting local requirements, and were classified pursuant to Chapter 46 of Title 18A of the New Jersey Statutes.

The purpose of this document is to report on these data. As part of the data collection on graduation statistics, information was also collected about the SRA process.

Analysis of the Data

The data about the graduating class of 1986-87 are being reported in three categories:

1. Regular Students - All students excluding those classified as handicapped or limited English proficient;

2. Handicapped Students - Only those students so classified;

3. Limited English - Only students identified as limited English proficient.

For all three categories, the data are also reported for the 56 urban districts and all other (non-urban) districts.

Regular Students - Statewide

As reported in Table 1, of the 76,575 grade 12 students enrolled in this category, 74,316, or 97.0 percent, were awarded diplomas while 2,259 (3.0 percent) were denied diplomas for failing to meet one or more of the graduation requirements.

Of the 2,259 students ultimately denied a diploma, 76, approximately 3.4 percent, failed to meet the testing requirement. This means that out of 76,575 students, 76,499 (99.9 percent) met the testing requirement by either passing the MBS or going through the SRA process.

Statewide, a total of 457 students were reported by the districts as undergoing an SRA in either reading, math, or both. Of this total, 311 were reported as having met the basic skill proficiency requirement by passing the SRA.

An examination of why students were denied a diploma shows that the most prevalent reason was a failure to meet the curricular requirements (86.1 percent), followed by the failure to meet the credit hour requirements (62.8 percent). In examining these data, however, it must be remembered that any student could have been denied a diploma for more than one reason.

Table 1

Regular Students - Statewide

1.	Enrollment	76,575	
2.	Number of students awarded diplomas	74,316	(97.0%)
	2a. The number of students in 2, who passed both the reading and mathematics sections of the Minimum Basic Skills (MBS) test.	74,005	(99.6%)
	2b. The number of students in 2, who passed the MBS in reading and the SRA in mathematics.	83	(0.1%)
	2c. The number of students in 2, who passed the MBS in mathematics and the SRA in reading.	194	(0.3%)
	2d. The number of students in 2, who passed the SRA in both reading and mathematics.	34	(0.0%)
3.	Number of students denied a diploma	2,259	(3.0%)
4.	Number of students denied a diploma for each of the following requirements not being met (duplicate count):		
	4a. testing requirement (including SRA)	76	(3.4%)
	4b. curricular requirements	1,945	(86.1%)
	4c. attendance requirements	447	(19.8%)
	4d. credit hour requirements	1,417	(62.8%)
	4e. additional local requirements	45	(2.0%)
5.	Number of students who were denied a diploma for not meeting the requirements in 4b, 4c, 4d, and 4e, but did meet the testing requirements as follows:		
	5a. passed MBS in reading and SRA in math	33	
	5b. passed MBS in math and SRA in reading	38	
	5c. passed SRA in both reading and math	12	
6.	Number who underwent an SRA		
	6a. SRA in math but not reading	134	
	6b. SRA in reading but not math	269	
	6c. SRA in both reading and math	54	

Regular Students - Urban Districts

As reported in Table 2, of the 20,260 grade 12 students enrolled in the 56 urban districts, 19,084, or 94.2 percent, were awarded diplomas while 1,176 (5.8 percent) were denied diplomas for failing to meet one or more of the requirements.

In the urban districts, 61 (5.2 percent) of 1,176 students denied a diploma did not meet the testing requirement. Of the 20,260 urban students, 20,199 (99.7 percent) met the testing requirement by either passing the MBS or going through the SRA process.

Statewide, the urban districts reported that 422 students underwent an SRA in either reading, math, or both. Of this total, 285 were reported as having met the basic skills proficiency requirement by passing the SRA.

In this category the most prevalent reasons why students were denied a diploma were also a failure to meet the curricular requirements (83.0 percent), followed by the failure to meet the credit hour requirements (59.6 percent).

Table 2

Regular Students - Urban Districts

1.	Enrollment	20,260	
2.	Number of students awarded diplomas	19,084	(94.2%)
2a.	The number of students in 2, who passed both the reading and mathematics sections of the Minimum Basic Skills (MBS) test.	18,799	(98.5%)
2b.	The number of students in 2, who passed the MBS in reading and the SRA in mathematics.	76	(0.4%)
2c.	The number of students in 2, who passed the MBS in mathematics and the SRA in reading.	175	(0.9%)
2d.	The number of students in 2, who passed the SRA in both reading and mathematics.	34	(0.2%)
3.	Number of students denied a diploma	1,176	(5.8%)
4.	Number of students denied a diploma for each of the following requirements not being met (duplicate count):		
4a.	testing requirement (including SRA)	61	(5.2%)
4b.	curricular requirements	976	(83.0%)
4c.	attendance requirements	212	(18.0%)
4d.	credit hour requirements	701	(59.6%)
4e.	additional local requirements	4	(0.3%)
5.	Number of students who were denied a diploma for not meeting the requirements in 4b, 4c, 4d, and 4e, but did meet the testing requirements as follows:		
5a.	passed MBS in reading and SRA in math	29	
5b.	passed MBS in math and SRA in reading	36	
5c.	passed SRA in both reading and math	12	
6.	Number who underwent an SRA		
6a.	SRA in math but not reading	121	
6b.	SRA in reading but not math	247	
6c.	SRA in both reading and math	54	

Regular Students - Non-Urban Districts

As reported in Table 3, of the 56,315 grade 12 students enrolled in the non-urban districts 55,232, or 98.0 percent, were awarded diplomas while 1,083 (2.0 percent) were denied diplomas for failing to meet one or more of the requirements.

Of the 1,083 non-urban students denied a diploma, 15 (1.4 percent) did not pass the MBS or meet the basic skill requirement through the SRA process. Of the 56,315 students enrolled in these districts, 56,300 (99.9 percent) met the basic skills requirement either by passing the MBS or going through the SRA process.

Statewide, 35 non-urban students were reported as undergoing an SRA in either reading, math, or both. Of this total, 26 were reported as having met the basic skills proficiency requirement by passing the SRA and receiving a diploma.

Again, the most prevalent reasons why students were denied a diploma were failure to meet the curricular requirements (89.5 percent), followed by the failure to meet the credit hour requirements (66.1 percent).

Table 3

Regular Students - Non-Urban Districts

1.	Enrollment	56,315	
2.	Number of students awarded diplomas	55,232	(98.0%)
2a.	The number of students in 2, who passed both the reading and mathematics sections of the Minimum Basic Skills (MBS) test.	55,206	(99.9%)
2b.	The number of students in 2, who passed the MBS in reading and the SRA in mathematics.	7	(0.0%)
2c.	The number of students in 2, who passed the MBS in mathematics and the SRA in reading.	19	(0.0%)
2d.	The number of students in 2, who passed the SRA in both reading and mathematics.	0	(0.0%)
3.	Number of students denied a diploma	1,083	(2.0%)
4.	Number of students denied a diploma for each of the following requirements not being met (duplicate count):		
4a.	testing requirement (including SRA)	15	(1.4%)
4b.	curricular requirements	969	(89.5%)
4c.	attendance requirements	235	(21.7%)
4d.	credit hour requirements	716	(66.1%)
4e.	additional local requirements	41	(3.8%)
5.	Number of students who were denied a diploma for not meeting the requirements in 4b, 4c, 4d, and 4e, but did meet the testing requirements as follows:		
5a.	passed MBS in reading and SRA in math	4	
5b.	passed MBS in math and SRA in reading	2	
5c.	passed SRA in both reading and math	0	
6.	Number who underwent an SRA		
6a.	SRA in math but not reading	13	
6b.	SRA in reading but not math	22	
6c.	SRA in both reading and math	0	

Handicapped Students - Statewide

As reported in Table 4, of the 5,186 grade 12 handicapped students enrolled statewide, 4,916, or 94.8 percent, were awarded diplomas. This means that 270 students (5.2 percent) were denied diplomas for failing to meet one or more of the graduation requirements.

Of the 4,916 handicapped students awarded a diploma, 3,341 (68.0 percent) were exempt from having to meet the testing requirement, as stated in their Individual Educational Plans (IEP).

Examination of the reasons why handicapped students were denied a diploma shows that the most prevalent reason was their failure to meet the curricular requirements (57.4 percent), followed by the failure to meet the credit hour requirements (39.3 percent).

Handicapped Students - Urban Districts

As reported in Table 5, of the 1,296 grade 12 handicapped students enrolled in the 56 urban districts, 1,240, or 95.7 percent, were awarded diplomas while 56 (4.3 percent) were denied diplomas for failing to meet one or more of the graduation requirements. Of the 1,240 students who received diplomas, 1,045 (84.3 percent) were exempt from meeting the testing requirement, as stated in their IEPs.

The most prevalent reasons why handicapped students in the urban districts were denied a diploma were a failure to meet the curricular requirements (71.4 percent), followed by the failure to meet the credit hour requirements (42.9 percent).

Handicapped Students - Non-Urban Districts

As reported in Table 6, 3,890 handicapped students were enrolled in the non-urban districts, of which 3,676, or 94.5 percent, were awarded diplomas. A total of 214 students (5.5 percent) were denied diplomas for failing to meet one or more of the graduation requirements. Of the 3,676 non-urban handicapped students awarded a diploma, 2,296 (62.5 percent) were exempt from having to meet the testing requirement, as stated in their IEPs.

Again, the most prevalent reasons why non-urban handicapped students were denied diplomas were a failure to meet the curricular requirements (53.7 percent), followed by the failure to meet the credit hour requirements (38.3 percent).

Table 4

Handicapped Students - Statewide

1.	Enrollment	5,186	
2.	Number of students awarded diplomas	4,916	(94.8%)
	2a. The number of students in 2, who passed both the reading and mathematics sections of the Minimum Basic Skills (MBS) test.	1,555	(31.6%)
	2b. The number of students in 2, who passed the MBS in reading and the SRA in mathematics.	3	(0.0%)
	2c. The number of students in 2, who passed the MBS in mathematics and the SRA in reading.	2	(0.0%)
	2d. The number of students in 2, who passed the SRA in both reading and mathematics.	15	(0.3%)
	2e. The number of students in 2, who were exempt from the testing requirement.	3,341	(68.0%)
3.	Number of students denied a diploma	270	(5.2%)
4.	Number of students denied a diploma for each of the following requirements not being met (duplicate count):		
	4a. testing requirement	7	(2.6%)
	4b. curricular requirements	155	(57.4%)
	4c. attendance requirements	57	(21.1%)
	4d. credit hour requirements	106	(39.3%)
	4e. additional local requirements	44	(16.3%)
5.	Number of students who were denied a diploma for not meeting the requirements in 4b, 4c, 4d, and 4e, but did meet the testing requirements as follows:		
	5a. passed MBS in reading and SRA in math	0	
	5b. passed MBS in math and SRA in reading	0	
	5c. passed SRA in both reading and math	1	
6.	Number who underwent an SRA		
	6a. SRA in math but not reading	15	
	6b. SRA in reading but not math	12	
	6c. SRA in both reading and math	26	

Table 5

Handicapped Students - Urban Districts

1.	Enrollment	1,296	
2.	Number of students awarded diplomas	1,240	(95.7%)
	2a. The number of students in 2, who passed both the reading and mathematics sections of the Minimum Basic Skills (MBS) test.	181	(14.6%)
	2b. The number of students in 2, who passed the MBS in reading and the SRA in mathematics.	1	(0.0%)
	2c. The number of students in 2, who passed the MBS in mathematics and the SRA in reading.	0	(0.0%)
	2d. The number of students in 2, who passed the SRA in both reading and mathematics.	13	(1.0%)
	2.e. The number of students in 2, who were exempt from the testing requirement.	1,045	(84.3%)
3.	Number of students denied a diploma	56	(4.3%)
4.	Number of students denied a diploma for each of the following requirements not being met (duplicate count):		
	4a. testing requirement	6	(10.7%)
	4b. curricular requirements	40	(71.4%)
	4c. attendance requirements	11	(40.7%)
	4d. credit hour requirements	24	(42.9%)
	4e. additional local requirements	6	(10.7%)
5.	Number of students who were denied a diploma for not meeting the requirements in 4b, 4c, 4d, and 4e, but did meet the testing requirements as follows:		
	5a. passed MBS in reading and SRA in math	0	
	5b. passed MBS in math and SRA in reading	0	
	5c. passed SRA in both reading and math	0	
6.	Number who underwent an SRA		
	6a. SRA in math but not reading	2	
	6b. SRA in reading but not math	4	
	6c. SRA in both reading and math	0	

Table 6

Handicapped Students - Non-Urban Districts

1.	Enrollment	3,890	
2.	Number of students awarded diplomas	3,676	(94.5%)
	2a. The number of students in 2, who passed both the reading and mathematics sections of the Minimum Basic Skills (MBS) test.	1,374	(37.4%)
	2b. The number of students in 2, who passed the MBS in reading and the SRA in mathematics.	2	(0.0%)
	2c. The number of students in 2, who passed the MBS in mathematics and the SRA in reading.	2	(0.0%)
	2d. The number of students in 2, who passed the SRA in both reading and mathematics.	2	(0.0%)
	2.e. The number of students in 2, who were exempt from the testing requirement.	2,296	(62.5%)
3.	Number of students denied a diploma	214	(5.5%)
4.	Number of students denied a diploma for each of the following requirements not being met (duplicate count):		
	4a. testing requirement	1	(0.0%)
	4b. curricular requirements	115	(53.7%)
	4c. attendance requirements	46	(21.5%)
	4d. credit hour requirements	82	(38.3%)
	4e. additional local requirements	38	(17.8%)
5.	Number of students who were denied a diploma for not meeting the requirements in 4b, 4c, 4d, and 4e, but did meet the testing requirements as follows:		
	5a. passed MBS in reading and SRA in math	0	
	5b. passed MBS in math and SRA in reading	0	
	5c. passed SRA in both reading and math	1	
6.	Number who underwent an SRA		
	6a. SRA in math but not reading	13	
	6b. SRA in reading but not math	8	
	6c. SRA in both reading and math	26	

Limited English Proficient Students - Statewide

As reported in Table 7, of the 1,004 grade 12 limited English proficient (LEP) students reported as enrolled statewide, 916, or 91.2 percent, were awarded diplomas; and 88 students (8.8 percent) were denied diplomas. The most prevalent reasons for being denied a diploma for LEP students were not meeting the curricular requirements (54.5 percent), followed by the failure to meet the credit hour requirements (53.4 percent).

Limited English Proficient Students - Urban Districts

As reported in Table 8, 697 LEP students were enrolled in this category, with 635 students, or 91.1 percent, awarded diplomas, while 62 students (8.9 percent) were denied diplomas for failing to meet one or more of the graduation requirements. Diplomas were denied most frequently for failure to meet curricular requirements (58.1 percent) followed by the failure to meet the credit hour requirements (48.4 percent).

Limited English Proficient Students - Non-Urban Districts

As reported in Table 9, 307 LEP students were enrolled in this category, with 281 students, or 91.5 percent, receiving diplomas, while 26 students (8.5 percent) were denied diplomas. Diplomas were denied most frequently for failure to meet the credit hour requirement (65.4 percent), followed by the failure to meet the curricular requirements (46.2 percent).

Table 7

Limited English Proficient Students - Statewide

1.	Enrollment	1,004	
2.	Number of students awarded diplomas	916	(91.2%)
3.	Number of students denied diplomas	88	(8.8%)
4.	Number of students denied a diploma for each of the following requirements not being met (duplicate count):		
	4a. basic skills requirement	15	(17.0%)
	4b. curricular requirements	48	(54.5%)
	4c. attendance requirements	7	(8.0%)
	4d. credit hour requirements	47	(53.4%)
	4e. additional local requirements	2	(2.3%)

Table 8

Limited English Proficient Students - Urban Districts

1.	Enrollment	697	
2.	Number of students awarded diplomas	635	(91.1%)
3.	Number of students denied diplomas	62	(8.9%)
4.	Number of students denied a diploma for each of the following requirements not being met (duplicate count):		
	4a. basic skills requirement	11	(17.8%)
	4b curricular requirements	36	(58.1%)
	4c. attendance requirements	7	(11.3%)
	4d. credit hour requirements	30	(48.4%)
	4e. additional local requirements	0	(0.0%)

Table 9

Limited English Proficient Students - Non-Urban Districts

1.	Enrollment	307	
2.	Number of students awarded diplomas	281	(91.5%)
3.	Number of students denied diplomas	26	(8.5%)
4.	Number of students denied a diploma for each of the following requirements not being met (duplicate count):		
	4a. basic skills requirement	4	(15.4%)
	4b. curricular requirements	12	(46.2%)
	4c. attendance requirements	0	(0.0%)
	4d. credit hour requirements	17	(65.4%)
	4e. additional local requirements	2	(7.8%)

APPENDIX

CJ/mh:1/2037j

MIS J04000389

HIGH SCHOOL GRADUATION REQUIREMENTS LAW DATA PERTAINING TO THE 1986-1987 GRADUATING CLASS

COUNTY NAME: _____ CODE: ☐☐

DISTRICT NAME: _____ CODE: ☐☐☐☐

CHIEF SCHOOL ADMINISTRATOR NAME: _____

CONTACT PERSON NAME: _____ Phone ( )

_____ Date

_____ Chief School Administrator's Signature

DISTRIBUTION: Local District must forward original and yellow copy to the appropriate County Office of Education and retain pink copy for its own records.

County Office of Education must retain yellow copy and forward original to:

Bureau of Academic and Cognitive Skills Development
Division of General Academic Education
New Jersey State Department of Education
CN 500
Trenton, New Jersey 08625

Submit to County Office of Education no later than August 14, 1987

HIGH SCHOOL GRADUATION REQUIREMENTS LAW
DATA PERTAINING TO THE 1986-1987 GRADUATING CLASS

PART A—REGULAR STUDENTS

1. Grade 12 enrollment as of the final day of school. 1._____

2. Number of students who received a state endorsed diploma:

   a. at regularly scheduled time. 2a._____

   b. upon completion of summer school. 2b._____

3. Number of students in *#2 above* who met the statewide testing requirement by passing both the reading and mathematics portions of the **Minimum Basic Skills (MBS)** tests. 3._____

4. Number of students in *#2 above* who met the statewide testing requirement by undergoing the **Special Review Assessment (SRA)** process in each of the following ways:

   a. passed MBS in reading and SRA in math. 4a._____

   b. passed MBS in math and SRA in reading. 4b._____

   c. passed SRA in both reading and math. 4c._____

5. Number of students who were denied a state endorsed diploma:

   a. at regularly scheduled time. 5a._____

   b. upon completion of summer school. 5b._____

6. Number of students who were denied a state endorsed diploma because they did not meet the following requirements:

   a. testing requirement. 6a._____

   b. curricular requirements. 6b._____

   c. attendance requirements. 6c._____

   d. credit hour requirements. 6d._____

   e. additional local requirements. 6e._____

7. Number of students denied a state endorsed diploma because they did not meet the requirements in 6b, 6c, 6d, and/or 6e above, *but* met the statewide testing requirement by undergoing the **Special Review Assessment (SRA)** process in each of the following ways:

   a. passed MBS in reading and SRA in math. 7a._____

   b. passed MBS in math and SRA in reading. 7b._____

   c. passed SRA in both reading and math. 7c._____

8. Number of students who underwent the **Special Review Assessment (SRA)**:

   a. SRA math but not reading. 8a. _____

   b. SRA reading but not math. 8b. _____

   c. SRA both reading and math. 8c. _____

PART B. HANDICAPPED STUDENTS

1. Grade 12 enrollment as of the final day of school. 1. _____

2. Number of students who received a state endorsed diploma:

   a. at regularly scheduled time. 2a. _____

   b. upon completion of summer school. 2b. _____

3a. Number of students in *#2 above* who met the statewide testing requirement by passing both the reading and mathematics portions of the **Minimum Basic Skills (MBS)** tests. 3a. _____

   b. Number of students who took the test with one or more modifications. 3b. _____

4. Number of students in *#2 above* who met with statewide testing requirement by undergoing the **Special Review Assessment (SRA)** process:

   a. passed MBS in reading and SRA in math 4a. _____

   b. passed MBS in math and SRA in reading. 4b. _____

   c. passed SRA in both reading and math. 4c. _____

   d. were exempt from testing requirement. 4d. _____

5. Number of students who were denied a state endorsed diploma:

   a. at regularly scheduled time. 5a. _____

   b. upon completion of summer school. 5b. _____

6. Number of students who were denied a state endorsed diploma because they did not meet the following requirements:

   a. test requirement. 6a. _____

   b. curricular requirements. 6b. _____

   c. attendance requirements. 6c. _____

   d. credit hour requirements. 6d. _____

   e. additional local requirements. 6e. _____

7. Number of students denied a state endorsed diploma because they did not meet the requirements in 6b, 6c, 6d, and/or 6e above, *but* met the statewide testing requirement by undergoing the **Special Review Assessment (SRA)** process in each of the following ways:

   a. passed MBS in reading and SRA in math. 7a. _____

   b. passed MBS in math and SRA in reading. 7b. _____

   c. passed SRA in both reading and math. 7c. _____

8. Number of students who underwent the **Special Review Assessment (SRA)**:

   a. SRA math but not reading. 8a. _____

   b. SRA reading but not math. 8b. _____

   c. SRA both reading and math. 8c. _____

PART C. LIMITED ENGLISH SPEAKING STUDENTS

1. Grade 12 enrollment as of the final day of school. 1. _____

2. Number of students who received a state endorsed diploma:

   a. at regularly schedule time. 2a. _____

   b. upon completion of summer school. 2b. _____

3. Number of students who were denied a state endorsed diploma:

   a. at regularly scheduled time. 3a. _____

   b. upon completion of summer school. 3b. _____

4. Number of students who were denied a state endorsed diploma because they did not meet the following requirements:

   a. basic skills requirement. 4a. _____

   b. curricular requirements. 4b. _____

   c. attendance requirements. 4c. _____

   d. credit hour requirements. 4d. _____

   e. additional local requirements. 4e. _____